

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency JUN 23 PM 12:56 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

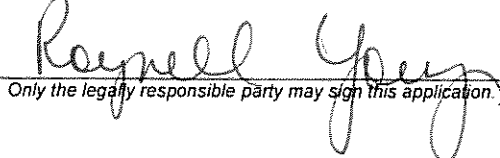
Organization name Pro-Vision Educational Services, Inc.	Vendor ID # 20-5490040	Mailing address line 1 4590 Wilmington	
Mailing address line 2	City Houston	State TX	ZIP Code 77051
County- District # 101868	Campus number and name The Pro-Vision Academy	ESC Region # IV (4)	US Congressional District # 18
			DUNS # 05-351-2923
Primary Contact			
First name Carrie	M.I. 	Last name Tate	Title Superintendent
Telephone # 713.748.0030	Email address ctate@provision-inc.org		FAX # 713.748.0037
Secondary Contact			
First name Steve	M.I. 	Last name Fyke	Title Chief Financial Officer
Telephone # 713.748.0030	Email address sfyke@provision-inc.org		FAX # 713.748.0037

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Roynell	M.I. 	Last name Young	Title CEO
Telephone # 713.748.0030	Email address ryoung@provision-inc.org		FAX # 713.748.0037
Signature (blue ink preferred)			Date signed



01.21.14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The community that **Pro-Vision Academy** serves is known as Sunnyside, the oldest African American community in southeast Houston, which includes small churches, horse stalls, original frame houses, open ditches, uncontrolled garbage fires, vacant lots, a landfill, several salvage yards, and at one time, a garbage incinerator. Sunnyside residents experience severe economic distress and high crime rates, including drug usage and trafficking. The community also has the highest concentration of sex offenders of any zip code without facilities to house registered sex offenders.

The median household income is under \$14,000, compared to the City of Houston's median of over \$27,000. Over 40% of Sunnyside residents live below the poverty line. Most students come from single-parent families, live in substandard housing, and lack access to adequate health care. Historically, 90% of Pro-Vision's students were 2-3 grade levels behind their peers academically when they enrolled at the existing campus.

The mission of Pro-Vision Academy is to inspire hope and purpose in this high-need community. Originally opened as a single-sex, male-only charter school in the Houston Independent School District in 1995, Pro-Vision added young women in the fall of 2013 to broaden its ability to address the needs of young people who are underserved by society and are at risk of dropping out of school.

The current student body is 81% African American, 18% Hispanic, and 1% Anglo. Over 89% 96% are economically disadvantaged; 5.3% are limited-English Proficient; and 91.6% are considered at-risk. Mobility is high at 30.2%. Pro-Vision draws students from over 30 area schools and will continue to attract students from nearby communities as it expands under its Generation 17 charter plans. In addition, Pro-Vision serves students who would otherwise attend nine area campuses that are in need of improvement. **Pro-Vision sees itself as not just a school but also as a community.**

Needs Assessment Process

The Executive Team, led by the Chief Executive Officer and Superintendent and supported by the Principal and Chief Financial Officer, works together to design and refine Pro-Vision's needs assessment process. To develop this proposal for EEIP funding, the Executive Team and the Curriculum Director worked to gather data to identify specific needs related to recruitment, hiring, teacher support and development, evaluation, and retention. The Pro-Vision staff, consisting of 19 teachers across grades 5-12, was involved in the grant development process in a number of ways. All members of the Pro-Vision learning community had multiple opportunities to give substantial input into program design, and three served as a Steering Committee, giving deeper feedback and communicating details of the proposal to their peers to ensure their support and buy-in.

Need for the Project

In 2012, Pro-Vision transitioned from a Houston ISD external charter program to a Generation 17 Subchapter D, Section 12/101 Open-Enrollment Charter School and is currently in its first year (2013-14) of independent operation as its own LEA. The emancipation from Texas' largest school district has illuminated the stark reality that Pro-Vision now faces: It is now time for Pro-Vision Pro-Vision, as a stand-alone LEA, to codify all aspects of its end-to-end human capital management system in a way that expresses its unique vision for educating a high-need student population while building internal capacity to grow to scale and simultaneously increasing student achievement. It is this unique situation that positions Pro-Vision to serve as a model for other charter schools in similar straits. Pro-Vision's opportunity now is to combine "what works" from its experience in an urban district, research-based best practices from experts in the field, and its own creative ability to craft and expand systems of teacher support in a hard-to-staff charter environment.

Pro-Vision serves and will continue to serve an academically, socially, and economically at-risk population that is highly mobile and in clear need of additional resources, extended learning time, and instructional acceleration. **This high-need student population requires a high-quality faculty that is adept at classroom management, parent/family communication, instructional excellence, and remediation/acceleration, and the faculty requires a highly structured human capital management system that supports and enhances their instructional effectiveness, career satisfaction, and professional success.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As a result of the needs assessment process for this EEIP initiative, to be known locally as **The Perfect Path**, the EEIP planning team **prioritized the following five needs** for its learning community: **1)** Strengthen processes and protocols for teacher recruitment and selection; **2)** Provide a strong program of teacher mentorship and support; **3)** Codify transparent structures for teacher compensation tied to multiple measures of teacher effectiveness; **4)** Recognize and reward teaching excellence; and **5)** Increase teacher retention.

Project Design

In brief, this project will consist of four core components designed to address Pro-Vision's identified, prioritized needs.

- **Best Practice Structures:** Over the course of the grant period, Pro-Vision will create or adopt best-in-class systems and protocols to clarify each stage of its human capital management system—including recruitment and hiring; teacher training, development and support; teacher evaluation; teacher career pathway; and teacher compensation; additionally, Pro-Vision will institute a comprehensive system of classroom management and discipline that will serve as a foundational support for teacher retention efforts by addressing their lack of preparation in this critical area.
- **Teacher Residency Program:** Pro-Vision will institute a yearlong residency program designed to attract, train, and retain best-fit teachers for its unique student population. Residents seeking alternative certification will be paid a livable wage while also receiving intense development and support.
- **Teacher Mentoring Support:** Pro-Vision will use grant funds to add a Director of Human Capital who will supervise the residency program, coordinate a mentorship program for new teachers, provide on-site teacher training and support, and guide the development and expansion of all human capital pipeline protocols and tools.
- **Teacher Retention Bonuses:** To combat the unacceptably high rate of unwanted teacher attrition, Pro-Vision will institute teacher retention bonuses for qualified, returning staff. Pro-Vision will also codify a structured (nonmonetary) teacher reward and recognition program during year 1 of the grant, to be implemented in year 2.

Program Objectives

By the end of the grant period (08/31/2016), Pro-Vision will accomplish the following: **1)** 100% of teachers with <3 years of teaching experience will have a qualified, campus-based mentor; **2)** At least 75% of residents will successfully complete the program and be hired as teachers of record; **3)** At least 80% of teachers will express satisfaction with the best-practices structures development process; **4)** Teacher retention will be 80% or higher; and **5)** An additional 10% of students will score Satisfactory on STAAR.

Project Management and Evaluation

The Pro-Vision Executive Team has over 82 years of combined public school experience, and the CEO and Superintendent have worked together for the past 19 years. These experienced leaders will continue to ensure high-quality program management at Pro-Vision during the grant period and beyond. The Superintendent will directly oversee the EEIP-funded Project Director who will allocate 80% of his/her time to program delivery and 20% to administrative duties related to grant management, data-collection, and reporting. The Project Director, supported by the Curriculum Director, teachers, and other staff, will qualitative and quantitative data methods and analysis to make informed decisions on program efficacy and to guide progress measurement and program adjustment.

Need for EEIP Funding

Although Pro-Vision has existed in the high-need community of Sunnyside for 19 years, this is its first year as a stand-alone LEA under its Generation 17 charter. Until it grows to full scale as projected, it will not have the state-level (per-pupil) resources to support additional staff or any level of additional or differentiated compensation for existing staff. Pro-Vision will use EEIP resources to codify each component of its end-to-end human capital management system, which exist only as separate, unconnected and/or unrelated processes in their current forms. Without EEIP funding, Pro-Vision could not implement any of this important work, let alone the most significant component of **The Perfect Path**: a full-time, yearlong teacher residency to develop four teacher candidates as teachers of record. The residency program and structured mentorship design, taken together, are key to improving teacher preparation and support and reducing teacher turnover in Pro-Vision's challenging learning environment. Pro-Vision is excited to serve as a model for other small, urban and alternative charter schools statewide and is committed to sharing lessons learned with others.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Texas Education Agency
Standard Application System (SAS)**

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101868

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/15 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$337,200	\$16,800	\$354,000	\$337,200	\$16,800	\$354,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$0	\$20,000	\$20,000	\$0	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$357,200	\$16,800	\$374,000	\$337,200	\$16,800	\$354,000
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$357,200	\$16,800	\$374,000	\$357,200	\$16,800	\$374,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$374,000	\$374,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$37,400	\$37,400

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101868			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide: FT Flex Teacher to release teachers for observations, professional development, etc.	1		\$30,000	\$30,000
3 Tutor			\$	\$
Program Management and Administration				
4 Project director: 0.2FTE admin; .08FTE program delivery	1		\$70,000	\$70,000
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Full-time Teacher Residents \$35,000 each	5		\$175,000	\$175,000
16 Retention bonuses for returning teachers			\$20,000	\$20,000
17 Title			\$	\$
18	Subtotal employee costs:		\$295,000	\$295,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			\$	\$
20 6119 Professional staff extra-duty pay			\$	\$
21 6121 Support staff extra-duty pay			\$	\$
22 6140 Employee benefits: 20% of all pay listed above			\$59,000	\$59,000
23 61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$59,000	\$59,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$354,000	\$354,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Consistency Management and Cooperative Discipline® training and support – Dr. Jerome Frieberg, University of Houston			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions: Varies	\$15,000	\$20,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$5,000	\$5,000
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$20,000	\$20,000

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **101868**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101868		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
6	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
7	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
8	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$20,000	\$20,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) Grand total		\$20,000	\$20,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **101868**

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$
Grand total:						\$0	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101868		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **101868**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			276	
Category	Number	Percentage	Category	Percentage
African American	256	93%	Attendance rate	93%
Hispanic	18	6%	Annual dropout rate (Gr 9-12)	1%
White	2	1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	29%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	2%
Economically disadvantaged	252	93%	Students taking the ACT and/or SAT	57%
Limited English proficient (LEP)	1	1%	Average SAT score (number value, not a percentage)	1150
Disciplinary placements	55	20%	Average ACT score (number value, not a percentage)	15

Comments

Student demographic data shows the high-need characteristics of the Pro-Vision student body: **majority-minority** (99%), **high percentage low-income** (93%), and **high percentage of disciplinary placements**. In addition, the 2012-13 AEIS-recorded **mobility rate** for this population was high (31%).

Due to Pro-Vision's small size, **student achievement data requires further explanation** beyond the presentation of statistics. In 2013, only 7 students completed their high school education with Pro-Vision in its first-ever graduating class. Four of these students took the ACT/SAT (57%), 3 of whom (43%) matriculated to college.

Student achievement data for this group depicts the lack of adequate prior education and preparation Pro-Vision's students bring to this small learning community. As elucidated throughout this proposal, the prospect of teaching students with this many educational, social, economic, and interpersonal challenges is daunting for experienced teachers, let alone those new to the profession. The resources from this EEIP grant project are, therefore, sorely needed to help Pro-Vision attract, develop, retain, recognize, and reward a high-quality teaching force while also addressing teachers' lack of preparation in classroom management—a critical foundational support for teacher retention efforts.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	17	89%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	14	100%
White	2	11%	Master's degree	5	26%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	11	58%	Avg. salary, 1-5 years exp.	\$42,000	N/A
6-10 years exp.	3	16%	Avg. salary, 6-10 years exp.	\$50,000	N/A
11-20 years exp.	2	11%	Avg. salary, 11-20 years exp.	\$62,000	N/A
Over 20 years exp.	2	11%	Avg. salary, over 20 years exp.	0	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	0	0	0	0	0	20	50	44	51	41	34	19	17	276
Public institution															
Private nonprofit															
<input checked="" type="checkbox"/> Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	0	0	0	0	0	1	3	3	3	3	1	2	2	19
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Experts believe that twenty-first century school reform initiatives will not succeed unless there is considerable focus on preparing and retaining highly effective teachers. Research indicates that **teacher quality is the single most important factor in student learning¹ and has further illustrated that new teachers are less effective in their first years but see substantial improvement over time.²** Turnover plagues urban school systems; schools suffer from staffing churn and districts lose money, time, and resources in recruitment, onboarding, and professional development. Urban school districts typically spend up to \$5 million annually to recruit and train new teachers, only to have 50% leave the profession within five years.³

High turnover is a fact at Pro-Vision Academy. **Out of 19 full-time teachers employed during the 2013-14 school year, not one was employed by Pro-Vision three years ago.** Reasons cited by leavers include lack of professional preparation (prior to employment) for the high-need, at-risk student population; lack of a structured, school-based mentoring/support system; and low teacher pay relative to larger charter schools and districts. Because Pro-Vision lacks the structures and resources to support its staff, teachers do not stay employed there more than two consecutive years. Combine this with the fact that Pro-Vision's students enroll in the school already 2-4 years behind in both reading and math, and the pressures teachers experience seem insurmountable. The need for this EEIP funding, then, is significant.

The EEIP planning team, comprised of the Superintendent, Curriculum Director, Chief Financial Officer, and two teacher representatives, interviewed staff, collected qualitative/anecdotal and quantitative (student achievement and teacher demographic) data from all staff and **prioritized the following five needs** for its learning community:

- 1) **Strengthen processes and protocols for teacher recruitment and selection:** Pro-Vision currently has only recently begun to address this human capital pipeline area but does not yet have standard protocols for recruitment, teacher profiles, or a teacher selection rubric.
- 2) **Provide a strong daily program of teacher mentorship and support:** As many Pro-Vision's teachers are Teach For America Corps Members and others are college of education graduates that are new to the profession, it is crucial that Pro-Vision maintain a campus-based mentoring program for all new teachers and that it support them by implementing a comprehensive system of classroom management and student discipline.
- 3) **Codify transparent structures for teacher reward, recognition, and compensation tied to multiple measures of teacher effectiveness:** Pro-Vision uses PDAS as its evaluation rubric but does not currently incorporate student growth and/or achievement into teacher evaluation to provide a comprehensive picture of teacher effectiveness, which would be the first step in tying teacher compensation to teacher excellence;
- 4) **Recognize and reward teaching excellence:** The lack of a coherent system for measuring teacher effectiveness precludes Pro-Vision's ability to recognize and reward excellence in a systematic, transparent way;
- 5) **Increase teacher retention:** Although this is the biggest human capital need, it cannot be accomplished in the absence of #1-#4, above. Between August 2011 and August 2012, teacher turnover was approximately 90%—a number that seems shocking when viewed on its own. The reason for this is that Pro-Vision did not make AYP and the Superintendent was forced to make significant staff adjustments to improve overall quality. Between August 2012 and August 2013, teacher turnover was again high at approximately 50%. Pro-Vision's goal going forward is for teacher attrition to be 20% or less, which could be accomplished with little to no additional hiring needed if all Residents successfully complete their programs and are hired as first-year teachers of record.

NOTE: Because the need to improve student achievement is strong and ever-present, it was not considered as a "separate" need for purposes of EEIP grant planning but rather the context for addressing all of the needs identified above. Pro-Vision's application of EEIP funding to focus on these five need areas will, in turn, lead to measurably improved student achievement in all content areas.

SOURCES: 1. National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, 1996. • 2. Kane, T.J., Rockoff, J.E. and Staiger, D.O. 2006. *What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City*. Working Paper 11844. National Bureau of Economic Research. Cambridge, MA. • 3. National Commission on Teaching and America's Future, *No Dream Denied*, 2003.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strengthen processes and protocols for teacher recruitment and selection	Pro-Vision will use EEIP grant funds to hire a full-time Director of Human Capital (DHC) . This position will be 20% administrative and 80% program creation and implementation. The DHC will work with the Executive Team to create or adopt best-in-class systems and protocols that clarify each stage of Pro-Vision's human capital management system—including recruitment and hiring; teacher training, development and support; teacher evaluation; Teacher Career Pathway (TCP); and teacher compensation.
2.	Provide a strong program of teacher mentorship and support	The Director of Human Capital will work with the Pro-Vision Superintendent and Curriculum Director to structure a tiered system of teacher mentorship and support that ensures all teachers new to Pro-Vision and all teachers with <3 years of teaching experience have differentiated mentoring support provided by a highly qualified, campus-based mentor. EEIP grant funds will also support 4-5 full-time Teacher Residents who will be employed and paid a livable wage for one year while receiving intensive support from an experienced classroom teacher. A condition of their residency will include a commitment to teach at Pro-Vision for at least three years after their residency year is complete. Mentors and new teachers/residents will have periodic release time to observe each other (or other teachers), provided by a full-time, campus-based Flex Teacher who will assume responsibility for the mentor or new teacher's classroom while observations or other professional development takes place. The Flex Teacher will be a daily presence on campus, ensuring continuity of relationships and systems even in the temporary absence of the teacher of record. Pro-Vision will also implement Consistency Management and Cooperative Discipline (CMCD) @ school wide.
3.	Codify transparent structures for teacher reward and recognition tied to multiple measures of teacher effectiveness	Beginning no later than May 2014 and continuing through year 1 of the grant period, the Pro-Vision Superintendent and the Director of Human Capital will form and lead a Design Team (composed of school administrators, leaders, and teachers) that will 1) Adopt or adapt a teacher evaluation rubric that is aligned with measures of effective teaching and 2) Determine which additional measures of teacher performance to include in the evaluation system. During year 2 of the grant period, Pro-Vision will pilot the expanded teacher evaluation system, and the Design Team will—with regular, ongoing input from the teaching staff—develop a transparent structure for teacher reward and recognition tied to teacher effectiveness as measured by multiple measures of teacher performance such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, and adjustments to the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. This work will form the basis for Pro-Vision's TCP.
4.	Recognize and reward teaching excellence	As explained under #3, above, Pro-Vision will develop a transparent structure for teacher reward and recognition tied to teacher effectiveness as measured by teacher evaluation and student achievement. In year 1 of the grant period, Pro-Vision will seek input from teachers and other staff to identify a range of nonmonetary incentives that will serve as a graduated or tiered system of teacher recognition and reward . Pro-Vision will use school-based funding and will seek additional funding, if necessary, to implement this system in year 2 of the grant period. This system of recognition and reward will become part of the overall TCP.
5.	Increase teacher retention	To immediately impact the high levels of teacher attrition beginning with the 2014-15 school year, Pro-Vision will award teacher retention bonuses to returning teachers who score Proficient or Exceeds Expectations on the PDAS evaluation instrument. During year 1 of the grant period, the Superintendent and DHC will iterate on this bonus structure and will fold it into the (nonmonetary) teacher reward and recognition system as that the Design Team develops. Pro-Vision's overall vision for The Perfect Path is that the improved processes and protocols for teacher recruitment and selection (1), teacher residency and mentoring program (2), improved system of teacher evaluation tied to teacher effectiveness (3), and restructured, transparent system of teacher recognition and reward will, collectively, clarify expectations, thereby improving teacher retention.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management PlanCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	26 years of experience in public education, including 19 years as Pro-Vision Program Administrator; BS in Mathematics with an emphasis in Computer Science; EC-12 Special Education and 4-8 Generalist Teaching Certifications
2.	Chief Financial Officer	9 years of experience in public education, including 9 years as Pro-Vision CFO; BA in Accounting and MS in Finance
3.	Curriculum Director	22 years of experience in public education, including 15 years as a school administrator and 7 years as a certified classroom teacher; demonstrated experience in school leadership and curriculum development; BS in Elementary Education; graduate hours in Educational administration
4.	Principal	5 years of experience in public education; BS in Psychology and Business Management
5.	Director of Human Capital (To Be Hired)	At least 8 years experience in public education with at least 5 years exemplary teaching experience; demonstrated expertise in school leadership, teacher professional development, and mentoring; Bachelor's degree required; Master's degree preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By 08/31/16, 100% of teachers with <3 years of experience will have a qualified on-campus mentor.	1. Dir of Human Capital hired, joins proj mgmt team	04/01/2014	05/15/2014
		2. PMT designs/approves mentor program	05/15/2014	07/15/2014
		3. Qualified campus mentors identified, confirmed	07/15/2014	08/15/2015
		4. New teachers inducted under new program	08/15/2014	08/31/2016
		5. Objective achieved	08/15/2014	08/31/2016
2.	By 08/31/16, at least 75% of Residents will complete the program and be hired as Tchrs of Record.	1. 4-5 Residents recruited and contracted each year	05/01/2014	07/15/2016
		2. Residents matched with campus mentors	07/01/2014	08/15/2016
		3. Residents receive training and support	08/15/2014	06/01/2015
		4. At least 75% of mentors complete Residency year	08/15/2014	06/01/2015
		5. Objective achieved	06/01/2015	08/31/2016
3.	By 08/31/16, at least 80% of teachers will express satisfaction with The Perfect Path structures and processes.	1. PMT designs school wide survey	09/01/2014	11/01/2014
		2. Survey administered twice annually	11/01/2014	06/01/2016
		3. 100% of teachers complete survey	11/01/2014	06/01/2016
		4. PMT considers teacher responses in adjustments to project design	12/01/2014	08/31/2016
		5. Objective achieved	06/01/2016	08/31/2016
4.	By 08/31/16, teacher retention will be 80% or higher	1. PMT improves teacher recruitment and selection	04/01/2014	07/15/2016
		2. PMT implements residency/mentor program	05/01/2014	08/31/2016
		3. PMT implements CMCD® (discipline) program	07/01/2014	08/31/2016
		4. PMT designs teacher eval/compens improvements	06/01/2015	07/31/2016
		5. Objective achieved	05/01/2016	08/31/2016
5.	By 08/31/16, an additional 10% of students will score Satisfactory on STAAR (from 2014).	1. Teachers access student academic data	04/01/2014	08/31/2016
		2. All teachers receive targeted PD to improve instructional effectiveness	04/01/2014	08/31/2016
		3. Teachers receive mentoring support	07/01/2014	08/31/2016
		4. Teachers meet to collaborate on instruction	07/01/2014	08/31/2016
		5. Objective achieved	04/01/2016	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Pro-Vision Executive Team** (comprised of the CEO, Superintendent, CFO, and Principal) will continue to lead the school as it expands to serve additional students. The Executive Team conducts weekly meetings during which the financial, physical, academic, and human resource needs are discussed, monitored, and adjusted according to ongoing data reviews. The Director of Human Capital, to be hired with grant funds, will become part of the Executive Team when the grant project launches. The **Perfect Path Project Management Team** (PMT—comprised of the Superintendent, Curriculum Director, Director of Human Capital, and Principal) will meet weekly to guide, monitor, and manage execution of all EEIP-funded activities and programs. The CFO will join PMT meetings as required and requested.

Throughout the project period, the PMT will observe the following schedule of **internal communications, coordination, and reporting**:

Weekly—PMT and campus teachers communicate about implementation of project activities as needed; Director of Human Capital (DHC) oversees Teacher Residency program and Mentoring program, observes teachers and matches them with professional development and other resources as needed; Superintendent and DHC deploy Flex Teacher to provide classroom continuity during teacher observations and PD;

Monthly—Design Team meets with teachers to get input and feedback on development of program components (mentoring, evaluation, compensation, etc.); DHC schedules mentors and other teachers to attend and participate in professional development as needed.

Quarterly—CEO, Superintendent, and/or CFO meet with school board and business and community partners to communicate updates and monitor and adjust project activities and management;

Semi-annually—Superintendent and DHC survey staff to get feedback on project implementation and teacher satisfaction with component development/deployment; DHC (as supported by Superintendent, business office, data personnel, and others) completes EEIP evaluation reports as required by TEA and reports results to TEA in the format and on the timeline requested by the agency.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pro-Vision is currently revising its teacher recruitment and selection process with school-based staff and funds. These efforts will continue and will be expanded with funding and human resources added by the EEIP initiative.

In general, Pro-Vision Academy is committed to the cost-effective implementation of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of human, financial, infrastructure, facility, and in-kind resources and support. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

At all stages of project implementation and management, Pro-Vision will involve its CFO who will oversee adherence to all financial policies and procedures relating to the following: Accounting data, records, and archiving of supporting documentation for all charges; Requesting funds through the automated payment request systems; Preparing and submitting written expenditure reports in coordination with the Superintendent and Director of Human Capital; Certifying expenses are true and correct; Classifying and reporting the accounting transactions properly; and Maintaining properly approved procurement reports.

In addition, Pro-Vision is committed to sustaining this program beyond the initial funding period and promises to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; and to share details of its model and the results of its program with others.

Pro-Vision's Executive Team will ensure that all project participants remain committed to the project's success and that all goals and objectives are achieved according to the timeline and budget detailed in this application.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project EvaluationCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
2.	QUANTITATIVE & QUALITATIVE: Gather feedback on and improve teacher recruitment and selection processes	1.	Survey all teachers on improvements to recruitment/selection process
		2.	Expanded recruitment and hiring protocols (including desired teacher profiles, standardized interview rubric, recruitment events calendar, etc.) developed and implemented by 01/15/15)
		3.	All vacant positions filled with qualified teachers by 06/15 each year
3.	QUANTITATIVE: Expand human capital pipeline (open/filled positions, Resident support and performance)	1.	At least 4 Teacher Residents contracted each school year; assigned mentors
		2.	All residents and teachers with <3 years experience have a qualified mentor
		3.	At least 75% of Residents successfully complete their one year Residency program and are hired as Teachers of Record at Pro-Vision for the following year
		4.	Teacher evaluation system is strengthened with the addition of student achievement inputs as additional effectiveness measure
		5.	Teacher retention bonuses are deployed for 2014-15 school year
		6.	Teacher retention is at least 80% by 08/31/06
1.	QUANTITATIVE & QUALITATIVE: Gather feedback and input from teachers on program design and implementation	1.	PMT and Design Team involves teachers via monthly feedback meetings
		2.	100% of teachers participate in semi-annual satisfaction surveys
		3.	At least 85% of teachers indicate satisfaction with the direction and progress of the human capital development system and components (mentoring, evaluation, compensation, career pathways)
1.	QUANTITATIVE: Review of criterion-referenced student achievement data (baseline, MOY/EOY; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent student academic data at least three weeks before school begins each year
		2.	All teachers receive targeted PD to improve instructional effectiveness
		3.	At least 10% more students achieve Level II (Satisfactory) performance on STAAR over 2013-14 baseline

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Perfect Path Project Management Team will **collect and analyze student achievement and teacher evaluation/effectiveness data at least monthly** and **teacher satisfaction data semi-annually** and will aggregate, analyze, and report on these and other data points (as indicated above) throughout the funding period as required by TEA. **Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

The Superintendent will assume primary responsibility for problem correction and will monitor and evaluate all planned activities through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Executive Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place **weekly** as teachers and the PMT make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, and the effectiveness of grant-funded activities to improve the human capital pipeline systems and results. Additionally, the Director of Human Capital will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek Executive Team guidance throughout the funding period. Please also see part 3 on the previous page for details regarding internal communications, coordination, and reporting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Need for Mentorship and Instructional Coaching

Pro-Vision serves and will continue to serve an academically, socially, and economically at-risk population that is highly mobile and in clear need of additional resources, extended learning time, and instructional acceleration. **This high-need student population requires a high-quality faculty that is adept at classroom management, parent/family communication, instructional excellence, and remediation/acceleration, and the faculty requires a highly structured human capital management system that supports and enhances their instructional effectiveness, career satisfaction, and professional success.**

Pro-Vision's small staff and heavy turnover has precluded the establishment of a structured mentoring program. Although Pro-Vision seeks to identify experienced teachers (>3 years of experience) to serve as mentors, its 50% teacher attrition rate means there are few teachers remaining on campus who have more than two.

Proposed Mentoring Components for The Perfect Path

Rather than **The Perfect Path**, which Pro-Vision seeks to develop and implement, it faces instead a **circular path**: Teacher turnover is high, in part, because there is no reliable mentorship program, and there is no reliable mentorship program because teacher turnover is high. Pro-Vision seeks to address this problem directly by using EEIP funding to institute the following program components:

1. **Teacher Residency**—Pro-Vision will institute a yearlong residency program designed to attract, train, and retain best-fit teachers for its unique student population. Residents seeking alternative certification will be paid a livable wage while also receiving intensive on-site professional development and support. This key EEIP-funded component will focus on attracting Residents preparing for hard-to-staff positions in math, special education, and science as well as in the core subject of reading. Preparing 4-5 Residents per year will create a "bench" of qualified, acclimated teacher candidates who complete the program prepared for the rigors of Pro-Vision's teaching environment.

The Teacher Residency Program (TRP) will follow this general outline:

- **Manager:** The **Director of Human Capital (DHC)**, to be hired) will oversee implementation of the TRP. Qualifications include at least 8 years experience in public education with at least 5 years exemplary teaching experience and demonstrated expertise in school leadership, teacher professional development, and mentoring. A Bachelor's degree and teaching certification(s) are required. A Master's degree is preferred.
- **Residents:**
 - 4-5 recruited and contracted each project year;
 - Recruited from Region 4 (<http://www.region4acp.net/>) and/or ACT Houston (<http://www.acthouston.com/houston>) alternative certification programs;
 - Compensation: \$35,000 per year per resident, plus benefits;
 - Contractually obligated to teach at Pro-Vision for three years after completion of the residency year four years total
- **Program Duration (2 years):**
 - Year 1—Residents paired with a classroom teacher for one school year with a gradual release of responsibility; additional mentoring and in-class support provided by the Curriculum Director and Director of Human Capital. Resident begins by observing classes and ends by teaching a full course load.
 - Year 2—Residents hired at Pro-Vision as teacher of record; continue to receive mentoring support and contact at least weekly. Residents become certified in accordance with the Region 4 or ACT Houston guidelines. *(See diagram, next page.)*
- **Professional Development for and Evaluation of Residents:**
 - Year 1—Residents participate in all school-based professional development and additional PD as designed or assigned by the DHC. In addition to experience in their assigned classrooms, Residents will observe other teachers in their school and grade level. The Principal will observe and evaluate Residents.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

- Year 2—Residents are assigned as teacher of record to their own classroom and receive ongoing (weekly) support from the DHC and Curriculum Director; complete teacher certification by end of year 2; school leaders formally evaluate new teachers;

- Mentor Applicant Requirements (ideal):**

- Recommended by Principal;
- 3+ years of teaching experience;
- Demonstrated results increasing student achievement;
- Demonstrated ability/experience coaching other adults;

NOTE: In the event of a shortage of qualified or willing mentors, the Director of Human Capital and the Curriculum Director will serve as Mentor.

- Mentor Responsibilities and Compensation:**

- Participate in at least 18 hours of training prior to the start of the school year and 16 hours of continual training throughout the school year;
- Stipended role (additional compensation for additional responsibilities)—estimated as \$1,500 (confirmed upon notice of grant award), to be paid from school/district funds.

- Teacher Mentoring Support**—In addition to supervising the TRP, the Director of Human Capital will coordinate a mentorship program for new teachers (already certified), provide on-site teacher training and support, and guide the development and expansion of all human capital pipeline protocols and tools.

The DHC will work with the Pro-Vision Superintendent and Curriculum Director to structure a **tiered system** of teacher mentorship and support that ensures **all teachers new to Pro-Vision and all teachers with <3 years of teaching experience** have differentiated mentoring support provided by a highly qualified, campus-based mentor.

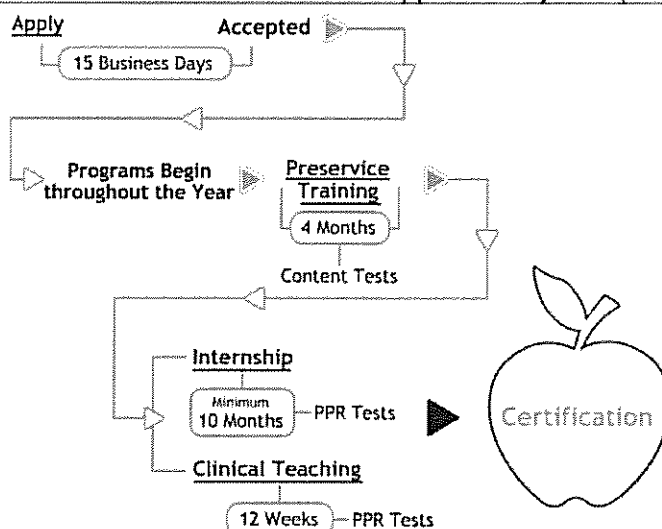
- Schedule of Activities:**

- Summer**—New teacher orientation; participation in three weeks of activities with all teaching staff; other pre-boarding activities as designed;
- School year**—Weekly support for teachers in their classrooms; release time (from Flex Teacher) to observe other teachers; peer observations by others;
- Three times per year**—Participate in teacher evaluation cycle (self-assessment, manager evaluation, self-reflection) as developed/deployed.

The full-time, campus-based **Flex Teacher** will assume temporary (one period, half-day, or full-day) responsibility for the mentor or new teacher's classroom while observations or other professional development takes place. The Flex Teacher will be a daily presence on campus, ensuring continuity of relationships and systems even in the temporary absence of the teacher of record.

Research base: A review of 15 empirical studies on mentoring by Richard Ingersoll and Michael Strong (2011) found support for the claim that **support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practice, and student achievement.** Of the studies on commitment and retention, most showed that beginning teachers who participated in some kind of induction had higher job satisfaction, commitment, or retention. For classroom instructional practices, the majority of studies reviewed showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. For student achievement, almost all of the studies showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests.

("The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research," 2011.)



For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Observation Practices

Pro-Vision currently uses the Professional Development and Appraisal System (PDAS), the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form. **Pro-Vision conducts two 45-minute observations—one in the Fall and one in the Spring.**

The forms and guidelines used to conduct PDAS are as follows:

- Observation Summary/Summative Annual Appraisal Form - Revised 2013
- Teacher Self-Report Form - Revised 2011
- Scoring Criteria Guide - Revised June 2004
- Appraisal Framework - Revised June 2004
- Strength/Impact/Variety/Alignment (SIVA) Chart - Revised June 2004
- Intervention Plan for Teacher in Need of Assistance - Revised June 2001 (district may design its own format)
- Observation Scripting/Documentation Form - Revised July 2004 (district may design its own format)

The goals of the **pre-observation** meeting are to prepare the teacher for the process and to provide time for self-assessment. In this meeting, the teacher reflects on his or her teaching practice overall, identifies areas of desired input for the principal to note during the observation, and seeks clarification on the observation process and the principal's expectations.

At the **post-observation meeting**, the teacher and principal debrief the lesson observed, noting specific interactions with students and classroom management processes and issues, and each identifies areas of strength and challenge as measured against the PDAS observation rubric. This is also a time for self-reflection against the goals and plans noted in the pre-observation meeting. From here, the teacher is supported in identifying professional development opportunities to address specific areas of challenge and to create an individual PD plan to strengthen 2-3 areas of teaching practice and increase overall (and specific areas of) student achievement.

Need for Enhanced System of Multiple Observations

As stated on page 18, over the course of the grant period, Pro-Vision will create or adopt **best-in-class systems and protocols** to clarify each stage of its human capital management system—including recruitment and hiring; teacher training, development and support; teacher evaluation; teacher career pathway; and teacher compensation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Establish profiles of quality teaching; adopt/adapt quality tools for recruitment and hiring

Enhance teacher induction and onboarding; expand systems of teacher training, development, and support

Include multiple measures of teacher effectiveness in teacher evaluations

Codify the Teacher Career Pathway

Establish system of financial and nonfinancial recognition and rewards

Key to developing each of these systems is an enhanced system of multiple observations that takes into account a big picture of teaching ability and quality rather than one or two 45-minute snapshots of a prepared-for and expected observation period. The act of standardizing the rubrics and processes for what managers should look for in classroom teaching practice will ripple up and down this system to impact Pro-Vision's recruitment and hiring processes (teacher profiles, interview tools, teacher selection rubrics)—the beginning—in addition to the way it articulates the Teacher Career Pathway and systems for reward and recognition—the later stages in a teacher's career.

Because Pro-Vision's staff is so small and many are new to the profession of teaching, the district has a need to codify a system of multiple observations that teachers are comfortable with and view as supports for instructional excellence rather than a make-or-break event to be endured or feared. **Weekly informal observations of 10-15 minutes each** are necessary to monitor teaching practice over time as well as across grade levels and within content areas. The Curriculum Director needs additional staff support in order to design and deploy a system of multiple observations. This support will come in the form of the EEIP-funded Director of Human Capital as outlined below.

Proposed Observation Components for The Perfect Path

The Director of Human Capital will take time during the beginning of grant year 1 to research other district and charter management organizations' (CMOs') observation protocols and rubrics, training procedures for both observers and those observed, observation schedules (frequency and duration), the goals they set for their pre- and post-observation meetings, and the method of communicating the entire system to their teaching staffs.

The DHC will return to campus with findings from this endeavor and will present each system to the Project Management Team for discussion. Next steps will include faculty-wide discussion of the strengths and weaknesses of the current system, the need to for expansion, how multiple observations will become part of an enhanced teacher evaluation system, and the resulting cascade of improvements to the entire human capital pipeline system that will result.

EEIP funding will support the hiring of the DHC, who will use his/her time to research, craft, and contribute to the adoption of best practices in this area.

NOTE: Pro-Vision assures TEA that any changes to its local appraisal system will be developed and adopted as addressed in (TEC §21.351, §21.352 and §11.251). (See: Appraisals) Throughout the redesign/adoption process, Pro-Vision will consider issues of validity, reliability, and equity in determining and approving changes to its locally developed teacher appraisal system.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Evaluation Practices

As noted in the previous section, Pro-Vision currently uses the Professional Development and Appraisal System (PDAS), the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC). The domains are:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

Included in the appraisal system are Instructional Leadership Development (ILD) and Administrator Appraisal. PDAS requires that new teachers and teachers new to a district receive an orientation, which is delivered in person on the Pro-Vision campus. In addition, the PDAS Teacher Manual is given to all Pro-Vision teachers and staff, and the entire system—including structures, schedules, procedures, tools, and expectations—is reviewed prior to the start of each school year.

As indicated (with paraphrasing) in the PDAS FAQs:

The four performance levels under PDAS (**Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory**) are defined in terms of the impact on student learning as well as how often and with how many students the positive impact on learning occurs.

When making performance level decisions, the appraiser (Pro-Vision's Principal) first identifies evidence related to the critical attributes of the criteria as specified in the PDAS Appraisal Framework and the Observation Summary. Next the Principal views the evidence in light of the quality and quantity. Quality focuses on the "Strength, Impact, Variety and Alignment" (SIVA) of the teaching behavior and how it relates to student success. Quantity relates to the frequency and number of students for which the teaching behavior resulted in student learning. The appraiser has the PDAS Appraisal Framework, Scoring Framework and Performance Level standards (SIVA) and the Scoring Criteria Guide available for making performance level decisions.

The PDAS Appraisal Framework specifies the Domains and Criteria that are to be used in all decisions regarding the appraisal of a teacher. These research-based teaching behaviors represent quality teaching.

The Scoring Factors and Performance Level Standards (SIVA) and the Scoring Criteria Guide are tools that the Principals uses to support the PDAS Appraisal Framework when making performance level decisions. The Scoring Factors and Performance Level Standards (SIVA) outline the process for making performance level decisions and provide key concepts that are associated with each performance level.

The Scoring Criteria Guide provides descriptions of quality and quantity for each of the criteria, as well as descriptors for each of the performance levels. Read horizontally, the descriptors differentiate between the four performance levels. Read vertically, the descriptors indicate what teacher and student behaviors are associated with an individual performance level. An appraiser may use all or some of the descriptors in making performance level decisions. The impact of one descriptor may be so significant as to indicate the performance level or the appraiser may view evidence of several descriptors to determine the performance level.

Additional and more specific information is found in the PDAS Teacher Manual (given to all teachers), the Teacher

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Orientation Trainer Notes (for on-campus training of new teachers), and the Teacher Orientation Slides.

The existing **appraisal period timeline** is summarized as follows:

- First 3 weeks of school: **Teacher orientation**
- Weeks 4-6: **Teacher Self Report, Part I** (no later than 3 weeks after orientation); **Observations** can begin (no earlier than 3 weeks after orientation)
- Weeks 6+ through end of year: **Teacher Self Report II and III** at least 2 weeks prior to **Summative Conference**
- At the discretion of the appraiser: **Walkthrough Visits** (documentation shared with teacher within 10 days)
- Mid-year through end of year:
 - **Summative Annual Report** (5 working days before **Summative Conference**; no later than 15 working days before last day of instruction); **Observations Summary**; **Walkthrough Documentation**; **Third-party/Teacher Documentation**; **Completed Teacher Self Report**
 - **Summative Conference** (no later than 15 working days before last day of instruction; may be waived in writing by teacher, not appraiser)

Need for Enhanced System of Teacher Evaluation

As describe in the preceding section, Pro-Vision will create or adopt **best-in-class systems and protocols** to clarify each stage of its human capital management system—including recruitment and hiring; teacher training, development and support; teacher evaluation; teacher career pathway; and teacher compensation.

Pro-Vision's high rate of teacher turnover is but one indicator that a staff working with such a high-need student population requires additional supports, including an evaluation system that is focused on longitudinal growth for both teacher and student. To this end, Pro-Vision will explore other districts'/CMO's models for incorporating student achievement measures into their comprehensive evaluation system. Because Pro-Vision is a small learning community, the best use of its resources is to adapt or adopt an existing high-quality system rather than creating all aspects and elements "from scratch" on its own. Pro-Vision will also use the Texas Charter School Association as a resource for identifying an initial set of best practices to investigate as possible models.

Proposed Formal Evaluation Components for The Perfect Path

Beginning no later than May 2014 and continuing through year 1 of the grant period, the Pro-Vision Superintendent and the Director of Human Capital will form and lead a Design Team (composed of school administrators, leaders, and teachers) that will **1) Adopt or adapt a teacher evaluation rubric** that is aligned with measures of effective teaching and **2) Determine which additional measures of teacher performance to include** in the evaluation system.

During year 2 of the grant period, Pro-Vision will pilot the expanded teacher evaluation system, and the Design Team will—with regular, ongoing input from the teaching staff—develop a transparent structure for teacher compensation tied to teacher effectiveness as measured by multiple measures of teacher performance such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, and adjustments to the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. This work will form the basis for Pro-Vision's Teacher Career Pathway (explained in more detail on page 34).

It is anticipated that Pro-Vision will establish a three-part structure for teacher evaluation that includes the following components:

1. **Beginning of Year (BOY)—August-September:** **Goal-setting** work with manager/Principal to provide structure for observations, professional development, and reflection on teaching practice. Goals will focus on student achievement and how to improve teaching practice to increase it.
2. **Mid-year (MOY)—October-December:** **Two-way check-in and feedback** (teacher→manager/Principal and manager/Principal→teacher) noting MOY assessments of strengths and challenges; this is designed to help both levels of staff improve in their respective roles; and
3. **End of year (EOY)—April-May:** **Summative review** to complete reflection, note competencies/successes and areas for continued growth. This will form the basis for any summer/BOY professional development work.

Data from all three phases will be considered when assigning the final teacher proficiency rating.

NOTE: Pro-Vision assures TEA that any changes to its local appraisal system will be developed and adopted as addressed in (TEC §21.351, §21.352 and §11.251). (See: Appraisals) Throughout the redesign/adoption process, Pro-Vision will consider issues of validity, reliability, and equity in determining the method of student performance assessment to be incorporated in a locally developed teacher appraisal system.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Collaborative Opportunities

Before the school year begins, Pro-Vision teachers come together for one week in July at HEB to team-build, plan their instruction, and cohere as a learning community. Teachers work three weeks in August to plan for the school year, build cohesion, instructional strategies, etc.

It is also a time to be introduced to the high-needs student population. Forty students and all teachers retreat to the H. E. Butt Foundation Camp (<http://www.foundationfreecamps.org/>) for five days of intensive training in an outdoor education environment which affords Pro-Vision's inner-city students a chance to experience an environment unlike their own while also letting teachers have quality time to plan, teach, refine their lessons, and grow professionally.

During the school year, Pro-Vision teachers have additional opportunities to collaborate in Professional Learning Communities, or PLCs, especially around common assessments, student data, and the remediation and other instructional strategies required as interventions when students are struggling academically. Teachers also have time together after school on Thursdays from 4:30 – 6:00 pm while students are tutored by others, and they use this time to work together on classroom management and instructional issues as well as to seek feedback from peers and reflect on their own teaching practice. This time is also used for middle school content area teachers to collaborate with high school content area teachers to ensure a smooth progression of instruction from grades 5 through 12. Finally, teachers collaborate vertically and/or horizontally during five early release (half) days throughout the year.

Need to Expand Collaboration

As one would expect, the three weeks of induction and onboarding in the month before school starts is crucial to kicking off the new year. It sets the tone for adult communications as well as for what Pro-Vision expects of its teachers when interacting with and supporting its students. However, the lack of a formal mentoring program has meant that the intensive support teachers enjoy in late summer and early fall quickly tapers off as school days and weeks progress, and new teachers begin to feel overwhelmed with the tasks before them.

The reason for the overwhelm is clear: Chief among Pro-Vision's teachers' complaints is their lack of preparation to handle the myriad classroom management and discipline issues they face while teaching such a high-need student population. This, above all else, is the primary collaborative opportunity Pro-Vision seeks to provide its teachers as a foundational condition for improving student achievement.

And the research substantiates teachers' feelings of inadequacy. According to a 2013 report by the National Council on Teacher Quality (NCTQ) entitled "Teacher Prep Review," an exhaustive and unprecedented examination of how traditional colleges of education operate found that "they have become an industry of mediocrity, churning out first-year teachers with classroom management skills and content knowledge inadequate to thrive in classrooms with ever-increasing ethnic and socioeconomic student diversity." The report scored 840 elementary and secondary programs on classroom management and further found that, **"Classroom management is a skill that few novice teachers possess—and both they and their students suffer when it is lacking.** We know from previous studies that many teacher educators do not place much stock in actual training on classroom management. Usually coursework involves little more than introducing teacher candidates to a variety of models and techniques and then asking that they develop their own "personal philosophies" of classroom management. **There is also an underlying presumption among some teacher educators that if teachers teach well, students will be engaged in learning and no classroom management problems will develop."**

Continued on the following page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Proposed Collaboration Opportunities for The Perfect Path

During the grant period, Pro-Vision will use EEIP funding to investigate and implement a cohesive behavior management system such as Consistency Management and Cooperative Discipline®, founded by Dr. H. Jerome Frieberg of the University of Houston. Pro-Vision is fortunate to have the UH College of Education as a resource for its staff and will seek out opportunities to participate in CMCD® trainings and conferences during both school years of the EEIP period.

CMCD has two distinct components. Consistency Management® focuses on the classroom, instructional organization and planning by the teacher to create a sense of purpose, order, and learning. Cooperative Discipline expands the leadership roles in the classroom from just teacher to a combination of students and the teacher. It provides all students the opportunity to become leaders, which aligns perfectly with Pro-Vision's vision of itself as **"more than a school—a community."**

The Consistency Management & Cooperative Discipline philosophy incorporates five themes in order to build resilience with inner-city youth:

- *Prevention* -- classroom management is problem prevention rather than problem solving, thus reducing the need for intervention;
- *Caring* -- a caring environment is the foundation for school reform (students want to know how much you care, not how much you know);
- *Cooperation* -- moving from tourists to citizens leads to ownership, involvement and greater opportunities for student self-discipline;
- *Organization* -- classroom organization is a mutual responsibility that adds valuable teaching and learning time and builds student ownership and self-discipline; and
- *Community* -- a tapestry of parental and community involvement activities and events are necessary to link school with home and meet the needs of the changing American family.

Each theme includes strategies and activities that allow students to become real partners in the classroom. Pro-Vision teachers will have ample opportunities to build these partnerships with students as well as with each other and with the parents of the students they serve.

The goal of instituting a comprehensive system of school-wide discipline management will create a common language for teachers, staff, parents, and students, which is the ultimate collaborative opportunity. During the school day as supported by the Flex Teacher, Curriculum Director, and Superintendent, Pro-Vision teachers will have regular occasions to observe one another, discuss what is working and not working in classroom management and discipline, and deepen their understanding of innovative research-based, school-tested classroom management strategies. Teachers will also take advantage of the EEIP-funded Flex Teacher to observe CMCD® in action in other Houston-area schools, some of which have been implementing the system since the late 1980s. All of these supports for collaboration will help Pro-Vision's teaching staff prepare students for success, achieve self-discipline, and develop responsibility, which will, in turn, provide a solid foundation for improving their academic achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Professional Development Opportunities

As the Principal and other Executive Team members conduct walkthrough observations, they note teachers' strengths and challenges with classroom management, policies, procedures, student engagement, and supervision. With this information—and as trends in a given area are noted—the observer will suggest or require that the teacher attend specific professional development opportunities that are matched to identified needs.

As indicated in the previous section, opportunities during the school week include Professional Learning Communities, or PLCs, time together after school on Thursdays from 4:30 – 6:00 pm while students are tutored by others, and five early release (half) days throughout the year.

Need to Expand Access to Professional Development Opportunities

Again, the relatively small size of the Pro-Vision staff (19 teaching positions) restricts the ability to meet collaboratively to plan, confer with parents as a team, or conduct other school wide instructional preparation, which is why much of the school week opportunities happen after school or on early release days. The presence of additional staff to free teachers to observe others, to be observed, and to collaborate with others will facilitate a significant amount and degree of teacher growth and development.

Proposed Professional Development Opportunities for The Perfect Path

The three core EEIP program innovations—Teacher Residency Program, Teacher Mentoring Support, and the hiring of a dedicated Director of Human Capital (DHC)—will provide much needed structures, systems, and opportunities for on-site, in-class professional development. Specifically, Pro-Vision will use EEIP funding to train its staff on **Consistency Management and Cooperative Discipline® (CMCD)**, a comprehensive school-tested, research-validated, teacher approved classroom instructional management program that builds on shared responsibility for learning and classroom organization between teachers and students (detailed in the previous section, page 29).

To reiterate, Pro-Vision must implement a research-based school-wide system such as this with its high-need student population in order to provide both students and teachers with the structural supports to realize its mission of inspiring hope and purpose in young people through access to academic, economic and social enrichment opportunities. Indeed, a solid foundation of instructional organization and planning by the teacher (Consistency Management®) will create a sense of purpose, order, and learning. CMCD is designed to help students prepare for success, achieve self-discipline, and develop responsibility.

Pro-Vision will seek out opportunities to participate in CMCD® trainings and conferences during both school years of the EEIP period. Funding will support comprehensive training and consultant support from Dr. Jerome Frieberg and his CMCD team at the University of Houston's College of Education, located just a few miles from the Pro-Vision campus.

CMCD's five themes of Prevention, Caring, Cooperation, Organization, and Community build resilience with inner-city youth and is a perfect match for the foundational needs of the Pro-Vision leaning community.

Further, the **restructuring of the teacher observation and evaluation systems** to include additional beginning of year self-assessments, formative progress toward goals meetings, summative self-reflections, and student achievement measures as an indicator of teacher quality will **tie professional development to teacher effectiveness** in a cohesive and comprehensive manner. In this way, the DHC will provide a sense of holistic development and continuity of efforts that is currently missing from the Pro-Vision human capital structure.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Compensation Structures and Policies and the Need to Expand

Pro-Vision's high turnover rate (50%—or 9-10 teachers out of 19) has, unfortunately, negated the need for a long-term compensation structure. Also, the small size of the current student body (until such time as Pro-Vision builds out to full enrollment) means that operating expenses taken against per-pupil revenues do not leave a surplus with which to provide any additional or differentiated compensation for any staff at all.

Proposed Changes to Compensation for The Perfect Path

To immediately impact the high levels of teacher attrition, beginning with the 2014-15 school year, Pro-Vision will award **teacher retention bonuses** to returning teachers who score Proficient or Exceeds Expectations on the PDAS evaluation instrument. During year 1 of the grant period, the Superintendent and Director of Human Capital will iterate on this bonus structure. Pro-Vision will codify a structured teacher reward and compensation program during year 1 of the grant, to be implemented in year 2.

As previously noted, Pro-Vision will develop a transparent structure for teacher compensation tied to teacher effectiveness as measured by teacher evaluation and student achievement. In year 1 of the grant period, Pro-Vision will seek input from teachers and other staff to identify a range of **nonmonetary incentives** that will serve as a **graduated or tiered system of teacher recognition and reward**. Pro-Vision will use school-based funding and will seek additional funding, if necessary, to implement this system in year 2 of the grant period. This system of recognition and reward will become part of the overall Teacher Career Pathway at Pro-Vision. No other system of additional or differentiated compensation is planned at this time, though the (eventual) four years of the EEIP grant period will provide Pro-Vision with the structures and resources to reimagine its compensation system as a natural outgrowth of the totality of human capital pipeline development and innovation supported by this grant.

Pro-Vision's overall vision for **The Perfect Path** is that the improved processes and protocols for teacher recruitment and selection, teacher residency and mentoring program, an improved system of teacher evaluation tied to teacher effectiveness, and a restructured, transparent system of teacher recognition and reward will, collectively, clarify expectations and compensation, thereby improving teacher retention.

In no way does Pro-Vision want to create a hastily built "pay for performance" system. Rather, the intention is to take time to thoroughly review the latest in human capital management research, investigate existing alternatives that may be adopted or adapted from high-performing charters and public school districts to fit Pro-Vision's unique needs and learning community, and thoughtfully phase in each element as part of a comprehensive whole. At each stage of development and innovation, Pro-Vision will strive for the utmost in transparency in order to provide teachers with certainty regarding expectations, performance, and related compensation policies.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Recruitment and Hiring Practices

Pro-Vision recruits teachers from two main sources:

1. **College of Education job fairs** (University of Houston, Prairie View A&M, University of Texas-Austin, Sam Houston State University);
2. **Alternative Certification Programs** (Region 4 ESC and ACT Houston); and

Nearby school districts (Houston ISD, Fort Bend ISD, Pearland ISD) also offer an opportunity for recruitment; however, Pro-Vision cannot currently compete with ISDs' teacher pay scale and bonus/promotion structures.

From time to time, depending on role, position, and other factors, Pro-Vision does incorporate student interviews of prospective teachers. With no coaching on the part of the Executive Team, Pro-Vision encourages students to step up and exhibit leadership by candidly and directly addressing the challenges of their learning community with candidates. This practice will continue and will likely be expanded under the guidance and advice of the Director of Human Capital.

Need to Codify and Expand Recruitment and Hiring Practices at Pro-Vision

Although Pro-Vision maintains a standard set of interview questions and procedures, the district does not maintain a suite of teacher profiles, interview rubrics, or hiring/selection tools, though it is currently exploring several options, one of which (TeacherMatch – see below) it will implement this Spring when it begins hiring for 2014-15.

Each year, Pro-Vision is faced with replacing as many as ten new teachers out of 19 instructional staff. Past new hires have started out strong and positive only to end in frustration for the teacher and the Executive Team alike. Despite the experience and intuition of Pro-Vision's highly qualified CEO, Superintendent, and Curriculum Director (who, along with other staff, refer and recruit candidates), the facts remain the facts:

- Teacher turnover is alarmingly and unacceptably high (50%);
- The annual arrival of 9-10 new teachers (out of a total staff of 24) has the potential to completely change the dynamics and culture of a small learning community such as Pro-Vision;
- Teachers feel inadequately prepared to succeed with the high-need student population they teach; and
- Pro-Vision's human capital pipeline components in their current state are insufficient to attract and retain high-quality teachers for more than two years at a time.

Proposed Recruitment and Hiring Components for The Perfect Path

As stated throughout this proposal, Pro-Vision will use EEIP grant funds to hire a full-time **Director of Human Capital (DHC)**. This position will be 20% administrative and 80% program creation and implementation. The DHC will work with the Executive Team to create or adopt best-in-class systems and protocols that clarify each stage of Pro-Vision's human capital management system—including recruitment and hiring; teacher training, development and support; teacher evaluation; Teacher Career Pathway; and teacher compensation.

Specifically, the DHC, as supported by the Executive Team, will research best practices in recruitment and hiring for high-need, low-income urban schools and districts and identify which of the most promising, readily adaptable tools can be immediately incorporated to improve the quality and quantity of candidates for open teaching positions. Over the course of the grant period, the Project Management Team will work outward from the process of developing and adopting teacher observation tools and evaluation rubrics described on pages 24-25 to develop and iterate on recruitment and hiring structures that will norm these processes and provide a standardized set of tools to improve both the pipeline and overall teacher retention.

In addition to EEIP funding for the DHC, Teacher Residency Program (TRP), and improvements to each phase of the human capital pipeline and management system as proposed in this application, Pro-Vision is instituting **TeacherMatch** (<https://www.teachermatch.org/>), a tool that predicts the impact of teacher candidates on student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

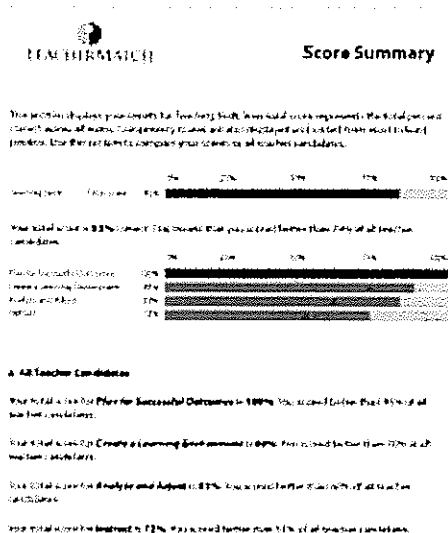
On this date:

Via telephone/fax/email (circle as appropriate)

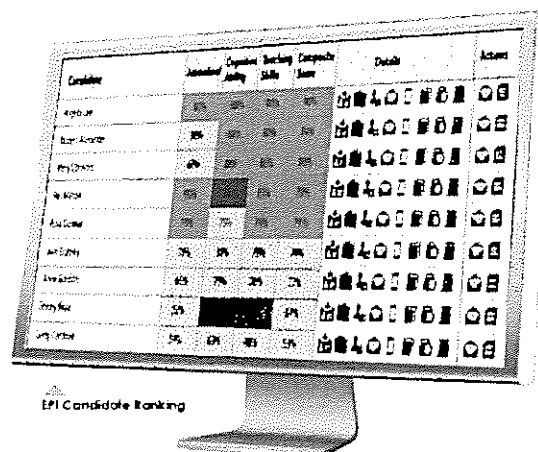
By TEA staff person:

Founded by a group of educators and supported by the Northwest Evaluation Association (NWEA), TeacherMatch has been used by the US Department of Education to shape their multi-billion-dollar school improvement program. The TeacherMatch EPI (Educators Professional Inventory) assesses teacher candidates in a scientific or inductive manner as follows (see next page):

1. All teacher candidates complete the online portfolio and EPI;
2. Real-time portfolio data is added to the EPI, then sorted and ranked with other candidates; then
3. Clients instantly view a listing of top candidates most likely to deliver student growth.



Candidates who are offered positions also receive a Professional Development Profile (PDP) based on their EPI results. The PDP provides specific, actionable steps teachers can take to advance their teaching skills and set them up for success in the classroom. The PDP includes a template with guidelines for preparing a customized plan that will enhance Pro-Vision's existing PD programs.



In summary, although Pro-Vision must only recruit 9-10 teachers per school year, this number has (in the past) represented half of the total teaching staff. Recruiting, hiring, onboarding, and developing this proportion of teachers each year is both undesirable and unsustainable. What Pro-Vision needs, instead, is a high-quality suite of integrated tools that take into account the entire end-to-end pipeline development

process, from recruitment through evaluation and compensation. Only then will Pro-Vision be able to attract, retain, recognize, and reward the quality of teachers that will remain in this learning community, committed to making an ongoing and lasting difference for all students.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Existing Practices

Pro-Vision does not currently have a defined Teacher Career Pathway.

Need for a Codified Teacher Career Pathway

Although there are avenues for teachers to make additional professional and instructional contributions such as by serving as a Lead Teacher, organizing a PLC or tutorial program, or coordinating the student behavior program, none of these roles are compensated in any way, and there is no system for identifying career stages (or proficiency levels) one must achieve before serving in any of these roles.

Codifying a TCP will be necessary after the intermediate stages of human capital pipeline development are firmly established and operational as indicated by this graphic:

Establish profiles of quality teaching; adopt/adapt quality tools for recruitment and hiring

Enhance teacher induction and onboarding; expand systems of teacher training, development, and support

Include multiple measures of teacher effectiveness in teacher evaluations

Codify the Teacher Career Pathway

Establish system of financial and nonfinancial recognition and rewards

Proposed Components of a Teacher Career Pathway for The Perfect Path

During year 2 of the grant period, Pro-Vision will pilot an expanded teacher evaluation system (see pages 26-27), and the Design Team will—with regular, ongoing input from the teaching staff—design a transparent structure for teacher reward and recognition tied to teacher effectiveness as measured by multiple measures of teacher performance such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, and adjustments to the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. The intention is for this work to form the basis for Pro-Vision's Teacher Career Pathway. Realistically, development of a codified TCP will come in year 3 of this EEIP initiative (if awarded and continued) and will not be fully implemented until year 4 of same.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No waivers are required or requested. No waivers are necessary to carry out purposes of the program as described by Section 21.7011 in accordance with this proposed plan.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable. No waivers are required or requested.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. No waivers are required or requested.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. No waivers are required or requested.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **101868**

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2012, Pro-Vision transitioned from a Houston ISD external charter program to a Generation 17 Subchapter D, Section 12/101 Open-Enrollment Charter School and is currently in its first year (2013-14) of independent operation as its own LEA. The emancipation from Texas' largest school district has illuminated the stark reality that Pro-Vision now faces: It is now time for Pro-vision, as a stand-alone LEA, to codify all aspects of its end-to-end human capital management system in a way that expresses its unique vision for educating a high-need student population while building internal capacity to grow to scale and simultaneously increasing student achievement. It is this unique situation that positions Pro-Vision to serve as a model for other charter schools in similar straits.

Pro-Vision's opportunity now is to combine "what works" from its experience in an urban district with research-based best practices from experts in the field and its own creative ability to craft and expand systems of teacher support in a hard-to-staff charter environment.

Pro-Vision serves and will continue to serve an academically, socially, and economically at-risk population that is highly mobile and in clear need of additional resources, extended learning time, and instructional acceleration. **This high-need student population requires a high-quality faculty that is adept at classroom management, parent/family communication, instructional excellence, and remediation/acceleration, and the faculty requires a highly structured human capital management system that supports and enhances their instructional effectiveness, career satisfaction, and professional success.**

Although Pro-Vision has existed in the high-need community of Sunnyside for 19 years, this is its first year as a stand-alone LEA under its Generation 17 charter. Until it grows to full scale as projected, it will not have the state-level (per-pupil) resources to support additional staff or any level of additional or differentiated compensation for existing staff.

Pro-Vision will use EEIP resources to codify each component of its end-to-end human capital management system, which exist only as separate, unconnected and/or unrelated processes in their current forms. Without EEIP funding, Pro-Vision could not implement any of this important work, let alone the most significant component of **The Perfect Path**: a full-time, yearlong teacher residency to develop four teacher candidates as teachers of record. The residency program and structured mentorship design, taken together, are key to improving teacher preparation and support and reducing teacher turnover in Pro-Vision's challenging learning environment.

Pro-Vision is excited to have the opportunity to serve as a model for other small, urban and alternative charter schools statewide and is committed to sharing lessons learned with others.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **101868**

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***Positions Responsible Key:** Executive Team = Exec; Superintendent = Supt; Project Management Team = PMT; Director of Human Capital = DHC; Curriculum Director = CD; Principal = Pr; Mentors = M; Residents = Res.; Faculty = F

Practice(s) Impacted Key: Recruiting and Hiring (RH), Induction and Mentoring (IM), Professional Development and Collaboration (PDC), Evaluation (E), Strategic Compensation and Retention (SCR), and Career Pathways (CP); All areas (ALL)

Major Project Activities/Anticipated Steps	Responsible*	Timeline (R = Repeats)
Announce notice of grant award to Pro-Vision learning community; review project goals, objectives, evaluation plan, and budget with staff; finalize/formalize 2014-15 plan (ALL)	Supt	Upon notice of funding April 2014
Hire Director of Human Capital; confirm schedule of weekly Project Management Team (PMT) meetings (ALL)	Supt	April 2014
Update needs assessment and student achievement data; review staffing plan (anticipated teaching vacancies, retiring staff, critical-need positions, etc.); finalize design of Teacher Residency Program (TRP) (ALL)	Supt, DHC	April - May 2014 March - May 2015
Finalize content and plan for TRP, including mentor and resident training and ongoing development (RH, IM, PD, SCR)	PMT	May 2014
Recruit and select mentors; begin mentor training (IM, PDC, SCR)	DHC	May 2014 ®
Recruit 4-5 Teacher Residents from ACP programs; pair with mentors; begin orientation and training (RH, IM, PDC)	DHC	May – June 2014 (R)
Complete faculty recruitment and hiring for 2014-15 (RH)	MTR	June - July 2014
Research standardized teacher evaluation systems (PDC, E, CP)	PMT	June 2014 – June 2015
Survey faculty re: human capital pipeline perceptions/needs (ALL)	DHC	July – August 2014 (R)
Begin quarterly Executive Team meetings to address ongoing project sustainability (ALL)	Exec	September 2014
Evaluate success of summer training for mentors and residents; review mentor and resident training plan against campus needs; adjust training for Fall semester (IM, PDC)	PMT	August 2014
Mark beginning of residency year with formal celebration (IM, PDC)	Supt, PMT, F	August 2014
Observe and formally evaluate mentors (IM, E)	Pr	Sept-June, 2014-15
Observe and informally evaluate residents (IM, E)	Pr	Oct-June, 2014-15
Begin interim progress reviews of project implementation; track progress against work plan to ensure the quality of deliverables (ALL)	Supt, DHC	Nov/Dec 2014; June/July 2015, etc
Review Fall 2014 project data (principal, mentor, teacher, student) and participant feedback/satisfaction surveys; adjust mentor and teacher training offerings for Spring 2015; begin design of regional KIPP Mentor Program (KMP) (E, PDC)	DHC, PMT	November – December 2014
Pilot new teacher evaluation system (PDC, E)	PMT	Dec 2014 – Sep 2015
Continue program implementation, PMT meetings, sustainability plan meetings, and project reporting as noted above (ALL)	ALL	January 2015 – August 2015; ongoing
First cohort of Residents complete first year, are hired as teachers of record; begin second year of support/training (IM, PDC, E, SCR, CP)	DHC, CD, Pr	July – Aug 2015
Report project results to learning community and Board (ALL)	Supt	Semi-annually (June, December)
Year 2: Adjust project activities for next EEIP cycle (ALL)	Supt, DHC, CD	2015-16 school year
Year 2: Pilot selected best practices, profiles, rubrics, and tools	F	2015-16 school year

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101868**

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Team, led by the Chief Executive Officer and Superintendent and supported by the Principal and Chief Financial Officer, regularly works together to design and refine Pro-Vision's needs assessment process. To develop this proposal for EEIP funding, known as **The Perfect Path**, the Executive Team and the Curriculum Director worked to gather data to identify specific needs related to recruitment, hiring, teacher support and development, evaluation, and retention, though with a staff of only 19 teachers across grades 5-12, these needs are obvious and apparent.

The Pro-Vision instructional staff was also involved in the grant development process in a number of ways. All members of the Pro-Vision learning community had multiple opportunities—in person, by email, and in faculty/team meetings—to give substantial input into program design, and three served as a Steering Committee, giving deeper feedback and communicating details of the proposal to their peers to ensure their support and buy-in. **All staff have indicated their support for improvements to Pro-Vision's human capital pipeline and teacher evaluation systems.**

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pro-Vision is a single-campus LEA; therefore no campuses are being exempted from participation in **The Perfect Path**.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: